Psikolojik Danışman Eğitiminde Süpervizyon: Türkiye'deki Mevcut Durumun ve Standartların Araştırılması

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MAKALE BİLGİ	ÖZET
	Süpervizyon, psikolojik danışma ve psikolojik danışman eğitiminin ana unsurlarından biridir. Amerika Birleşik Devletleri'ndeki psikolojik danışman eğitimi programları, psikolojik danışmanlık eğitim müfredatının pratik bölümü olarak öğrencilerin süpervizyon altında danışmanlık uygulamasını ve stajını tamamlamalarını zorunlu tutmaktadır. Ancak, supervizyon Türkiye'de oldukça yeni bir alandır. Bu makale, süpervizyonun temelini, uluslararası ve ulusal standartlarla birlikte açıklar. Daha sonra, süpervizör ve psikolojik danışman adayının süpervizyon sürecindeki rolünü ele alır ve sıkça kullanılan süpervizyon modellerini kısaca açıklar. Türkiye'de klinik süpervizyonun güncel durumunu ve artan süpervizyon literatürünü 2010-2019 yılları arasında yayınlanmış süpervizyon ile ilgili makaleleri inceleyerek açıklar. Daha sonra ulusal standartlardaki süpervizyon eksikliğini ve süpervizyondaki sınırlılıkları tartışır. En son kısımda ise psikolojik danışma alanındaki eğitimciler, karar vericiler ve gelecek araştırmacılar için tavsiyeler sunar. © 2019 AUJES. Tüm hakları saklıdır Anahtar Kelimeler: Süpervizyon, Akreditasyon, Psikolojik Danışmanlık, Psikolojik Danışman Eğitimi, Standart

Geniş Özet

Giriş

Uygulama ve staj deneyimleri, psikolojik danışman eğitimi öğrencileri için psikolojik danışma programlarının ayrılmaz bir parçasıdır (Coursol, 2004). Geleneksel olarak süpervizyon, süpervizör ile daha az deneyimli bir danışman/danışman adayı arasında gerçekleşir. Amerikan Psikolojik Danışma Derneği (ACA) Etik Kuralları ve Amerikan Psikoloji Derneği (APA) Psikolog ve Davranış Kuralları Etik İlkeleri, öğrencilerin uygulama ve staj deneyimleri sırasında staj kurumu ve danışmanlık bölümü süpervizörlerinden düzenli olarak süpervizyon almalarını zorunlu tutmaktadır (ACA, 2014; APA, 2010; Coursol, 2004).

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Bu derlemenin üç ana amacı bulunmaktadır: Birincisi, süpervizyonun temelleri, uluslararası ve ulusal standartlarını açıklanmak; ikincisi, süpervizörün ve danışman adayının rolü hakkında bilgi vermek, sık kullanılan süpervizyon modellerini kısaca açıklamak ve Türkiye'deki klinik süpervizyonun mevcut durumunu tartışmaktadır. Son amacı ise, süpervizyonun sınırlılıkları, süpervizyon için ulusal standartların eksikliği konusunda tartışılma ve önerilerde bulunmaktır.

Psikolojik Danışma'da Süpervizyonun Temelleri ve Standartları

Bernard ve Goodyear (2014) süpervizyonu; mesleğin daha kıdemli bir üyesi tarafından aynı meslekte daha yeni veya az tecrübesi olan başka bir üyeye sunulan müdahale olarak tanımlamıştır. Bu ilişki değerlendirici ve hiyerarşiktir, zamana yayılır ve meslekteki yeni/daha az deneyimli kişinin danışana sunduğu profesyonel hizmetlerin kalitesini izleme, danışman adayının girmek istediği spesifik alanın gözetleyici rolünü üstlenme ve kişilerin mesleki işleyişini geliştirme amacına sahiptir (Bernard ve Goodyear, 2014). Ayrıca, Psikolojik Danışma ve İlgili Eğitim Programlarının Akreditasyonu Konseyi (CACREP; 2016), süpervizyonu "danışmanlık meslek alanının bir üyesi ile bir danışmanlık öğrencisi arasında öğretici ve mentorluk ilişkisi" olarak tanımlayarak (s. 46) süpervizyon gerekliliğini vurgulamak adına konuyla ilgili pek çok standart belirlemiştir.

Türkiye'de Psikolojik Danışman Eğitimi Standartları

Türkiye'de, tüm yüksek öğretim kurumları, Yüksek Öğretim Kurulu'na (YÖK) bağlıdır ve bu kurum tüm lisans ve lisansüstü programları onaylar (CoHE, 2018). YÖK yakın zamanda psikolojik danışmanlık eğitimi programlarının müfredatını güncellenmiş, zorunlu ve seçmeli derslerin bir listesini sunmuştur (CoHE, 2018). Bu listede, süpervizyon içeren sadece iki ders (Bireysel Psikolojik Danışma Uygulaması-I ve Bireysel Psikolojik Danışma Uygulaması-II) bulunmaktadır. Akreditasyon konusunda, son iki yıldır Türkiye'de bir dernek (Eğitim Fakülteleri Eğitim Programlarını Değerlendirme ve Akreditasyon Derneği [EPDAD]) ve bir kurul (Yükseköğretim Kalite Kurulu [YOKAK]) öne çıkmaktadır. Türkiye ve Kuzey Kıbrıs' ta bulunan 96 psikolojik danışma programının altısı, 2018 ve 2019 yıllarında EPDAD tarafından akredite edilmiştir (EPDAD, n.d; YOKATLAS, 2018). EPDAD tarafından Rehberlik ve Psikolojik Danışmanlık programlarına özgü standartlar (EPDAD, 2016) geliştirilmiş olmasına rağmen süpervizyon ile ilgili maddelerin eklenerek iyileştirilmesine ihtiyaç olduğu gözlenmektedir.

Danışman Adayının ve Süpervizörün Rolü

ACA (2014) ve Danışman Eğitimi ve Süpervizyon Derneği (ACES; 1993), Psikolojik Danışma Süpervizörlerinin Etik Yönergelerinde süpervizörlerin ve danışman adaylarının rollerini tanımlar. Bir süpervizörün sorumluluklarının temeli danışan refahını izlemek, klinik uygulama için ilgili yasal, etik ve mesleki standartlara uygunluğu teşvik etmek, danışman

adaylarının klinik performansını ve mesleki gelişimini izlemek ve değerlendirilmek olarak listelenmiştir. Ayrıca bu rol ve sorumluluklara akademik, seçme, yerleştirme, istihdam amacıyla danışman adayının mevcut performansını ve potansiyelini belgelendirmek de eklenmiştir.

Süpervizyon Modelleri

Bernard ve Goodyear (2014) göre süpervizyon ilerlerken, üç tip süpervizyon modeli ortaya çıkarmaktadır: a) Psikoterapiye Dayalı Modeller, b) Gelişimsel Modeller ve c) Süpervizyon Süreci Modelleri. Psikoterapiye dayalı süpervizyonun odağı, danışman adayının teorik bağlamda yetkinliğine odaklanır. Psikoterapiye dayalı modellerde, süpervizör danışman adayına bir vakayı belli bir bakış açısından kavramsallaştırmada rehberlik eder. Gelişimsel modeller ise danışman adayının gelişiminin süpervizyon altında gerçekleştiğini iddia eder. Gelişimsel modellerin bakış açısına göre, süpervizörler danışman adaylarının gelişim düzeylerini göz önünde bulundurmalıdırlar çünkü eğitimlerinde farklı seviyelerde bulunan danışman adayları farklı ihtiyaçlara sahip olacaktır. Son olarak, süpervizyon süreci (sosyal rol) modelleri, işlemin ne kadarını tanımlamayı amaçladıklarına ve kaç seviyeye sahip olduklarına bağlı olarak basit veya karmaşık olabilirler. En yaygın kullanılan süreç modellerinden biri olan ayrımcılık modeli, danışman adaylarının müdahale becerileri, kavramsallaştırma becerileri ve kişiselleştirme becerilerine odaklanırken, süpervizörün üç rolü değişimli olarak kullanmasını önerir; danışman, müşavir ve öğretmen (Bernard ve Goodyear, 2014; Marini ve Stebnicki, 2009).

Türkiye'de Klinik Süpervizyon

Türkiye'de klinik süpervizyon süreci son on yıl içerisinde danışman eğitimcilerinin ve alan uygulayıcılarının dikkatini çekmiştir. Klinik süpervizyon psikolojik danışma sürecinin ayrılmaz bir parçası olmasına rağmen, Türkiye'de henüz tanımlanmış ve kabul edilmiş bir klinik süpervizyon uygulaması ve eğitim standardı yoktur (Aladağ ve Kemer, 2016). Siviş-Çetinkaya ve Karaırmak (2012), lisans düzeyindeki danışman adaylarının, psikolojik danışma eğitim programının son yılında, bireysel ve grupla psikolojik danışma uygulama derslerini aldıklarını; ancak, bu derslerin içeriği ve kalitesi hakkında sınırlı bilgi olduğunu belirtmişlerdir. Her ne kadar bazı programlarda ortak ve temel uygulama kriterleri geliştirilmiş olsa da (gerekli sayıda danışan, oturum ve transkript vb.), uygulamalı derslerde ortak süpervizyon gereklilikleri (süpervizyon yöntemleri, teknikler ve formlar vb.) hakkında hala bilgi eksikliği bulunmaktadır (Aladağ ve Kemer, 2016).

Türkiye'de süpervizyon eğitimi sınırlı olduğundan, bu konudaki yayınlar da sınırlıdır. Ancak var olan araştırmalar incelendiğinde, farklı bakış açılarından klinik süpervizyon hakkındaki tartışmanın güçleniyor olması umut vericidir. Artan sayıda psikolojik danışman eğitimcisi, Türkiye'de süpervizyon modellerinin teorik yönleri ve uygulanabilirliği ile denetim

ilişkisinin önemi üzerinde çalışmalarını yoğunlaştırmıştır. Örneğin, Erkan Atik, Arıcı ve Ergene (2014), süpervizyon modellerini, güçlü ve zayıf yönlerini ve bu modellerin Türkiye'deki süpervizyon sürecinde uygulanabilirliğini tartışmışlardır. Ayrıca, Eryılmaz ve Mutlu (2017), Türkiye'deki danışman adaylarına yönelik dört aşamalı bir süpervizyon modeli geliştirmiştir.

Psikolojik Danışma'da Süpervizyonun Sınırlılıkları

Süpervizyon konusundaki belli başlı sınırlılıklar bilgilendirilmiş rıza, gizlilik, danışan refahı, danışman adayı refahı ve acil müdahale prosedürlerini içerir (Coursol, 2004; Morissette ve ark., 2012; Watson, 2003). Etik ve ulusal standartlar açısından süpervizyon Türkiye'de mesleğin profesyonel olarak birçok yönünden yoksundur. Örneğin, Türk Psikolojik Danışma ve Rehberlik Derneği'nin etik kuralları artık zaman aşımına uğramış ve süpervizyon sadece üç maddeyle ele alınmıştır (TPCGA, 2011, s. 32). Ayrıca, Türkiye'de danışmanlık lisansı, süpervizyon saatleri, uygulama ve staj denetimi ile ilgili olarak ulusal standartlar yoktur. Bu nedenle, alana yetkin danışmanlar kazandırmak, tüm rehberlik ve psikolojik danışmanlık öğrencilerinin öğrenimleri sırasında kaliteli eğitim ve süpervizyon aldıklarından emin olmak için EPDAD (2016) standartlarına süpervizyon alanında bir dizi ulusal standart eklenmesi gerekmektedir.

Tartışma ve Öneriler

Klinik süpervizyon Türkiye'deki psikolojik danışman eğitimcileri arasında bir uzmanlık alanı haline gelmekte, ancak bu konuda halen bilimsel çalışma eksikliği bulunmaktadır. ULAKBİM veri tabanında (Ulusal Akademik Ağ ve Bilgi Merkezi) klinik süpervizyon konusunda toplam 25 bilimsel çalışma bulunmuş ve bunların yarısı ampirik çalışma oluşturmuştur (Tablo 1). Türkiye'deki psikolojik danışman eğitimi programlarında lisans veya yüksek lisans eğitimi sırasında süpervizyon dersi sunulmamaktadır. Tablo1'deki kavramsal makaleler ise öğrenmeye ve öğretmeye ilgi duyan sadece üniversitedeki eğitimciler için değil, aynı zamanda kurum süpervizörleri için de öğretici kaynaklar olarak değerlendirilebilir.

Supervision in Counselor Education: Exploration of Current Status and Standards in Turkey

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ARTICLE INFO	ABSTRACT

Supervision is one of the main elements of counseling and counselor education, and counselor education programs require counselor trainees to complete practicum and internship under supervision as a practical part of counselor education curriculum in the United States. However, supervision is a fairly new concept in Turkey. This paper explains the foundation of supervision along with its international and national standards. Then, the paper addresses the role of the supervisee and the supervisor as well as providing a brief explanation of supervision models that are commonly being used. The current state of clinical supervision and growing supervision literature in Turkey are being explored by providing a discussion and a review of supervision related studies in Turkey from 2010 to 2019. Further, the lack of national standards for supervision and limitations of supervision are discussed. In the end, recommendations for counselor educators, policymakers, and future researchers are presented.

Introduction

The practicum and internship experiences are integral parts of counseling programs for counseling and counselor education students (Coursol, 2004). Traditionally, supervision occurs in person between a supervisor and a less experienced supervisee. The American Counseling Association (ACA) Code of Ethics and the American Psychological Association (APA) Ethical Principles of Psychologist and Code of Conduct require that students receive regular supervision from the site and faculty supervisors during the practicum and internship experiences (ACA, 2014; APA, 2010; Coursol, 2004).

The wide range of client issues that counselors encounter also lends support to the need for supervision. Although counselors often receive practical training with a fairly limited range of clients, when they begin to work professionally, novice counselors may encounter more diverse issues. This is problematic because supervisors or

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supervisees may need to provide services for issues for which they have not received adequate training or supervision in person because of limited resources and experiences. These counselors may face an ethical dilemma: Either clients receive no services at all or they receive services from providers who are not adequately trained. Since counselors often feel more comfortable in providing services if adequate supervision is available (Kanz, 2001), the importance of giving and receiving quality supervision will always be a hot topic.

Supervision is one of the key elements of the counseling profession, not only in practice but also in counselor education settings. Therefore, the purpose of this paper is in three-fold: First, the foundation of supervision and its international and national standards are explained. Second, the paper addresses the role of the supervisee and the supervisor, briefly explains supervision models that are mostly being used, and discusses the current status of clinical supervision in Turkey. Finally, limitations of the supervision, lack of national standards for supervision are discussed, and recommendations are provided.

Foundation of Counseling Supervision and Supervision Standards

The term supervision has specific definitions in many fields. In the field of counseling, Bernard and Goodyear (2014) defined supervision as:

Supervision is an intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of that same profession. This relationship is evaluative and hierarchical, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the particular profession the supervisee seeks to enter (p. 9).

Also, Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2016) defines supervision as "a tutorial and mentoring relationship between a member of the counseling profession and one counseling student" (p. 46).

The ACA (2014) Code of Ethics requires that supervisees receive regular supervision from the site and faculty supervisors during their practicum and internship experiences. Since the welfare of clients is the main goal, regular supervision is required, and obtaining a new supervisor sometimes may become necessary if a supervisee is not receiving adequate supervision or significant conflict is present, as the current relationship could be detrimental to the supervisee's training (Morisette, Bezyak, & Ososkie, 2012). All the standards are set mainly to protect clients' welfare. Therefore, in addition to the ACA's code of ethics, CACREP (2016) standards require that:

   a) Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

b) Practicum students complete at least 40 clock hours of direct service with actual clients that contribute to the development of counseling skills.

c) Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

d) Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (Section 3: Professional Practice, Practicum, p. 15).

Moreover, CACREP (2016) standards require students to complete accredited standards during their graduate program. Regarding supervision experience, each student's internship includes all of the following:

a) After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

b) Internship students complete at least 240 clock hours of direct service.

c) Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

d) Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (Section 3: Professional Practice, Internship, p. 16).

ACA code of ethics and CACREP standards show the counseling profession's accredited graduate study requirements for practicum and internship. In order to understand where counselor education programs in Turkey stands, national standards are described in the next section.

Standards of Counselor Education in Turkey

In Turkey, all higher education institutions are connected to the Council of Higher Education (CoHE) and this institution approves all undergraduate and graduate programs (CoHE, 2018). The CoHE not only approves the programs but also decides which courses will be taught in each program. The CoHE recently updated counseling

training programs' curriculum and provided a list of required and elective courses (CoHE, 2018). In this list, there are only two courses (Individual Counseling Practicum-I and Individual Counseling Practicum-II) which include supervision. In theory, the context of these courses includes practicing individual counseling by utilizing counseling skills and techniques under supervision and practicing a specific counseling theory/model by using specific skills, techniques, and interventions under supervision. There is no other course in which counselor educators teach or discuss supervision (CoHE, 2018). Ironically, counselor educators are required to practice supervision in Individual Counseling Practicum-I and II courses; however, many of these individuals have never received any formal supervision training under these circumstances (Aladağ & Kemer, 2016).

In regards to accreditation, one association (Association for Evaluation and Accreditation of Faculty of Education Curriculum [EPDAD]) and one council (Higher Education Quality Council [YOKAK]) stand out in Turkey for the last two years. Six counseling programs out of 96 in Turkey are accredited in 2018 and 2019 by EPDAD (EPDAD, n.d.; YOKATLAS, 2018). EPDAD gives accreditation to the faculty of education programs and YOKAK gives authority to accreditation associations and oversees their accreditation processes (EPDAD, 2016; YOKAK, 2018). Additionally, EPDAD created standards for specific to the Guidance and Counseling undergraduate programs in 2016, and these standards are fairly new and broad. Although these standards cover many areas in the counseling curriculum, there is no single standard about supervision. Only the standard 1.2.3 (EPDAD, 2016, p.9) implies the supervision process by stating to provide opportunities for continuous and quality feedback about students' counseling skills and their practices with actual clients. Therefore, EPDAD standards need for a revision in order to enhance its content and become comparable with commonly used standards such as CACREP.

Additionally, the Turkish Psychological Counseling and Guidance Association (TPCGA; Türk Psikolojik Danışma ve Rehberlik Derneği) published ethical guidelines in 2011 for individuals practice counseling. In this booklet, there are only three articles related to supervision standards:

Article 10: Counselor educators define and practice the limits of ethics, professional and social relations with their counseling trainees and supervisees.

Article 11: Counselor educators are prohibited to abuse and/or have any sexual relationship with their counseling trainees and supervisees.

Article 12: Counselor educators cannot accept their close relatives as their counselor trainee and supervisee (TPCGA, 2011, p. 32).

Although clinical supervision has been receiving more and more attention in Turkey, there is still a lot of room for improvement in terms of defining and practicing supervision standards.

The Role of Supervisee and Supervisor

Counselor educators and supervisors carry responsibilities unique to their roles. The ACA (2014) and Association for Counselor Education and Supervision (ACES;

1993) define the role of supervisor and supervisee in their Ethical Guidelines for Counseling Supervisors. Essential roles of a supervisor's responsibilities are monitoring client welfare, encouraging compliance with relevant legal, ethical, and professional standards for clinical practice, monitoring clinical performance and professional development of supervisees, and evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes. The ACA also defines the responsibilities of supervisees as to understand and follow the ACA code of ethics, to refrain from providing counseling services when their physical, mental, or emotional issues are likely to harm a client or others, and seek assistance for their problems and notify their supervisors about the situation.

Supervision does not end after the course is completed on campus. Since school counselors are the responsible site supervisors for counseling internship students, they also have responsibilities. Site supervisors and supervisees need to be assured of each other's professional identity, qualifications, competence and scope of practice when supervision occurs. This may be facilitated in various ways, including, but not limited to sharing off-line contact details, such as personal telephone numbers in case of emergency, workplace contact details, and certified copies of qualifications. Also, clear understanding needs to be reached regarding when the supervisor or supervisee is willing to be contacted, how frequently they may wish to be contacted, how quickly they will respond to email, and how they will notify the other of being unavailable (Lakeman, 2005). Therefore, faculty members' responsibilities go beyond teaching. For instance, faculty members need to train today's students who will be tomorrow's site supervisors to follow a code of ethics, develop a professional identity, know their own strengths and weaknesses in order to be always responsible for the client welfare. Moreover, the supervision is a parallel and structured teaching and learning process; thus, three primary supervision models that are being used during the supervision are presented below.

Supervision Models

Bernard and Goodyear (2014) suggest that effective supervisors rely on supervision models to enhance practice. As supervision progress, three types of supervision models emerge; a) Psychotherapy-Based Models, b) Developmental Models, and c) Social Role Models (Supervision Process Models).

Psychotherapy-based models. The focus of psychotherapy-based supervision is on supervisee's competence toward in a theoretical context. In psychotherapy-based models, supervisors mentor supervisee to conceptualize a case from a particular perspective, such as psychoanalytic, client-centered, cognitive-behavioral, constructivist, etc. Psychotherapy-based techniques used in therapy may be tailored and used as learning strategies in counseling supervision, for example, attending to dreams in psychodynamic supervision or assigning homework in cognitive-behavioral supervision, providing the trainee with direct experience of the use of the intervention. In these models, a supervisor is the one who has the knowledge

and authority in relationship to the supervisee. The supervisor's focus could be on the client, the supervisee, or the relationship during supervision (Beck, Sarnat, & Barenstein, 2008; Bernard & Goodye

ar, 2014).

Developmental models. Developmental models claim that supervisee development occurs under supervision. From developmental models' perspective, supervisors should consider the developmental levels of their supervisees because at different levels in their training, supervisees would have different needs. Loganbill, Hardy, and Delwort were one of the first to publish a comprehensive model of counselor development (Bernard & Goodyear, 2014). In their model, there are three stages; stagnation, confusion, and integration. There are also professional and developmental issues which are competence, emotional awareness, autonomy, professional identity, respect for individual differences, purpose, and direction, personal motivation, and professional ethics. For each issue, supervisee could be at one of the three stages. In other developmental models, there are also different stages for supervisee development and domains of professional functioning. For instance, Ronesstad and Skovholt (2003) offer 6 stages of development and 14 themes which help supervisee to characterize counselor development across time. In each stage, supervisors may utilize different interventions (Bernard & Goodyear, 2014; Hart, 1994).

Supervision process (social role) models. These models can be simple or complex depending on how much of the process they aim to describe and how many levels they have. One of the most widely used process models is the discrimination model which allows the supervisor to fill three roles (i.e., counselor, consultant, and teacher) while focusing on the supervisee's intervention skills, conceptualization skills, and personalization skills (Bernard & Goodyear, 2014; Marini & Stebnicki, 2009). There is also an event-based supervision model where the events become the focus of supervision. Ladany and colleagues mainly focus on following events during supervision; remediating skill difficulties/deficits, heightening multicultural awareness, negotiating role conflicts, working through countertransference, managing sexual attraction, repairing gender-related misunderstandings and addressing problematic thoughts, feelings, and behaviors. In the end, supervisors expect to see an increase in supervisee knowledge, supervisee skills, supervisee self-awareness, or supervisory alliance (Bernard & Goodyear, 2014). These process models add more description to the supervision process by giving supervisors various perspectives to use in the session.

Clinical Supervision in Turkey

In Turkey, the process of clinical supervision has received attention from counselor educators and counseling practitioners in the past ten years. Although clinical supervision is one of the integral parts of counseling, there are no defined and accepted clinical supervision practice and training standards in Turkey yet (Aladağ & Kemer, 2016). Siviş-Çetinkaya and Karaırmak (2012) stated that undergraduate level counselor trainees receive individual and group counseling practicum courses during

their final year of the counseling training program; however, there was limited knowledge about the content and quality of these courses. Although faculty members have developed common and basic practicum requirements (required number of clients, sessions, and transcripts, etc.); there is still lack of knowledge about common supervision requirements (supervision modalities, techniques, and forms, etc.) in these practicum courses (Aladağ & Kemer, 2016).

One of the reasons for not having formally defined qualifications and/or competencies for the process of supervision and supervisors could be related with the current supervisor training in Turkey. According to Aladağ and Kemer (2016), less than half of the supervisors received supervision training through formal supervision courses and/or supervision related workshops. Further, it was stated that most of these supervisors received their training abroad since there is only a limited number of counseling doctoral programs offer supervision training in Turkey.

Since supervision training is limited in Turkey, publication on this topic is still limited yet promising to enhance the discussion about clinical supervision from different perspectives. To provide a better picture, a review of studies on supervision in Turkey through ULAKBIM database (from 2010 to 2019) is provided as a table to this article. This table lists a total of 25 conceptual and empirical articles about supervision and eight of these articles were published in 2018. Aladağ (2016) noted that counselor educators have been expressing their interest in clinical supervision by offering elective supervision courses as well as supervision workshops and seminars (Siviş-Çetinkaya & Karaırmak, 2012), and conducting studies to examine individual and group practicum experiences (e.g. Aladağ, 2014; Bakalım, Şanal-Karahan, & Şensoy, 2018; Meydan, 2015). For instance, Aladağ (2014) conducted a qualitative study to explore counseling students' experiences about supervision in their individual counseling practicum course. A total of 34 counseling students (undergraduate and graduate level) participated in this study and the critical incidents technique was utilized to collect data. As a result, five themes (supervisor feedback, supervisor characteristics, peer feedback and behavior, supervision techniques, and vicarious learning) emerged. Therefore, these five themes were noted as effective and fundamental critical incidents in supervision process for the participants. Also, Bakalım et al. (2018) conducted a mixed-method research study to examine the effect of group supervision on counselor trainees' self-efficacy and found that the group supervision positively affected the counseling self-efficacy perceptions of counselor trainees.

An increasing number of counselor educators have also focused working on theoretical aspects and applicability of supervision models in Turkey as well as the importance of supervision relationship. For instance, Erkan Atik, Arıcı, and Ergene (2014) discussed the supervision models, their strengths and weaknesses, and applicability of these models during the supervision process in Turkey. Additionally, Eryılmaz and Mutlu (2017) developed a four-stage supervision model for counselor trainees in Turkey. In addition to supervision models, the supervisory relationship was also studied. Meydan and Koçyiğit-Özyiğit (2016) reviewed the literature to identify contributing and hindering factors about the supervisory relationship. Authors also discussed the role of supervisory relationship for quality supervision. Further, Meydan

and Denizli (2018) conducted a study to examine Turkish undergraduate supervisees' views on the supervisory relationship. Results suggested that supervisees' developmental needs, supervisor's attitudes, feedback, roles, personal characteristics, and time management skills, as well as used interventions, had an impact on the supervisory relationship.

In addition to the number of published articles on clinical supervision in Turkey, scholars appear to present more sessions about supervision at national and/or international conferences such as National Conference of Guidance and Counseling which currently called International Congress on Psychological Counseling and Guidance, International Interdisciplinary Conference on Clinical Supervision, and International Teacher Education Policies and Issues Symposium. For instance, the latest International Congress on Psychological Counseling and Guidance which was placed in Samsun, Turkey in 2018 and the theme was 'counselor education' while one of the main topics was counseling practice and supervision. Although researchers have been presenting and publishing on supervision, limited attention was given to supervision from the counselor education perspective. Therefore, there is still need for improvement for supervisor and supervision training in Turkey.

The Limitations of Counseling Supervision

Of course, supervision is not without limitations. As seen in the literature, some of the common consensuses of major limitations include informed consent, confidentiality, client welfare, supervisee welfare, and emergency response procedures (Coursol, 2004; Kanz, 2001; Morissette et al., 2012; Watson, 2003). Therefore, in line with supervision procedures, clients and supervisees should be informed that their confidentiality will be protected and be aware of the procedures used to ensure confidentiality. Supervisees must be assured that their information is secure so that they are willing to discuss issues critical to their professional development. To ensure privacy and confidentiality, supervisors are advised to train supervisees inappropriate procedures and protocols to ensure client privacy and confidentiality. For instance, supervisors and supervisees may consider using ID numbers instead of client names. The protocol for handling crises should also be clearly established and shared with supervisees (Coursol, 2004).

In terms of ethical and national standards, supervision lacks many aspects of the profession in Turkey. For instance, the code of ethics of the Turkish Psychological Counseling and Guidance Association is outdated and supervision is covered with only three items (TPCGA, 2011, p. 32). Moreover, there are no national standards for supervision in Turkey in regards to licensure, supervision hours, and practicum and internship supervision. Therefore, a set of national standards for supervision is needed to be added to EPDAD (2016) standards in order to train competent counselors and to make sure that all counseling trainees are receiving the quality education and supervision during their studies. This will be discussed in the following section.

Discussion and Recommendations

Although clinical supervision is becoming an emerging counseling specialty among counselor educators in Turkey, there is still a lack of scholarly work on this topic. A total of 25 scholarly work found about clinical supervision on ULAKBIM database (Turkish Academic Network and Information Center) with half of them being empirical studies (see the Table 1). Through the conceptual articles, authors have introduced various concepts and models about clinical supervision (e.g. Erkan Atik et al., 2014; Meydan, 2014; Meydan & Koçyiğit-Özyiğit, 2016). Since counselor education programs do not offer a required supervision course during undergraduate or graduate counseling training in Turkey, these conceptual articles became significant resources not only for individuals who are interested in learning and teaching about supervision in practicum courses but also for site supervisors who are responsible for counseling internship students. Additionally, it is important to enhance knowledge about clinical supervision via conducting qualitative and quantitative studies to explore the effectiveness of supervision models and programs as well as to understand lived experiences of counselor trainees (Koçyiğit-Özyiğit & İşleyen, 2016; Meydan, 2014). It is also important to note that there is a dearth in supervision measurements. Various instruments need to be developed, translated, and adopted into Turkish in order to be utilized during the supervision process.

Owing to lack of national standards for supervision, EPDAD (2016) standards need to be enhanced, and a set of detailed supervision standards should be created with the help of already written and internationally accepted standards. For instance, the CoHE in Turkey is responsible for the national curriculum development. The curriculum created by the CoHE has to be used by universities; however, the CoHE does not explain what needs to be done specifically in each course. This gap differentiates the practice of the curriculum across the country. Therefore, accreditation and national standards are necessary from theory to practice, but who and what model are we going to take an example of? The CACREP is an internationally recognized organization whose standards are recently updated in 2016 and used for accreditation purposes in the United States of America. Hence, the CACREP standards may be taken as an example and adapted for the counseling programs nationwide in Turkey.

Furthermore, although there have been attempts to the standardization of counselor education programs in Turkey, unfortunately, the CoHE rejected and abolished these programs and prepared a national guidance and psychological counseling undergraduate program based on teacher education competencies (Aladağ & Kemer, 2016). For all graduate programs, CoHE also defined common guidelines; however, these counseling programs of all levels appear to lack specific descriptions of core competencies and standards for practicum and supervision requirements (Aladağ & Kemer, 2016). This creates issues regarding how to evaluate counselor trainees' performance and competency level. Currently, supervisors and counselor educators use evaluation which includes completion of a number of counseling sessions, transcripts as well as a demonstration of basic and advanced level counseling skills. However, peer evaluation, process evaluation, and

performance evaluation forms should also be used to assess successful completion of practicum course (Aladağ & Kemer, 2016) because the welfare of clients is our priority and it is necessary to see where the students are in terms of their competency level. Moreover, a supervision course is necessary, not only for graduate students but also for undergraduate counseling student because today's counseling students will become tomorrow's site supervisor. Therefore, an elective supervision course needs to be offered by faculty members, where supervision is being taught by using models, as an initial step in order to fill the gap.

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Table 1. Review of Supervision Related Articles in Turkey (2010-2019)

No	Journal	Author(s)	Title	Purpose	Content
1	The Journal of Turkish Educational Sciences	Büyükgöze-Kavas (2011)	An evaluation for individual and group counseling practices (Bireysel ve grupla psikolojik danışma uygulamalarına yönelik bir değerlendirme)	The purpose of this study is to examine the perceptions of a total of 34 graduate students about supervision in individual and group counseling practicum courses.	Empirical Study
2	Turkish Psychological Counseling and Guidance Journal	Siviş-Çetinkaya and Karairmak (2012)	Supervision in counselor education	This article presents a review of international literature regarding conceptual and empirical studies on counselor supervision.	Conceptual article
3	Ege Education Journal	Aladağ (2014)	Critical incidents in individual counseling practicum supervision across different levels of counselor education	The purpose of this study is to contribute to the description of an effective supervision process through experiences of a total of 34 counselor trainees across different levels of counselor education.	Empirical Study
4	Ege Education Journal	Meydan (2014)	A supervision model for counseling practicum: Microcounseling supervision model	The purpose of this article is to introduce Microcounseling Supervision Model which can be used for novice counselors in Individual Counseling Practice course in Turkey.	Conceptual article
5	Turkish Psychological Counseling and Guidance Journal	Erkan Atik, Arıcı and Ergene (2014)	Supervision models and assessments of the models	This article discusses the supervision models with their strengths and limitations in line with the literature to enlighten supervision processes in Turkey.	Conceptual article
6	Turkish Journal of Psychiatry	Bilican and Soygüt (2015)	Professional development processes of trainee and experienced psychotherapists in Turkey	This study aims to explore professional characteristics of psychotherapists in Turkey, examine the changes in their professional developmental processes, and compare the professional characteristics of the trainees and experienced therapists.	Empirical Study
7	AYNA Clinical Psychology Journal	Gök (2015)	Parallel process in psychotherapy supervision: A case study	This article provides a review of the literature on the concept of parallel process and includes a case study.	Conceptual article
8	Turkish Psychological Counseling and Guidance Journal	Meydan (2015)	Examining the effectiveness of microcounseling supervision model in individual counseling practice	The purpose of this study is to investigate the effect of Microcounseling Supervision Model (MSM) on counseling skills and counseling self-efficacy levels of counselor trainees and	Empirical Study

				investigate opinions of supervisors and counselor trainees regarding the effectiveness of MSM in the individual counseling practicum course.	
9	Abant İzzet Baysal University Journal of Faculty of Education	Yılmaz and Voltan Acar (2015)	The importance of supervision in psychological counselor training and its role in group counseling	This article discusses the importance of supervision in psychological counselor training, supervisor-counselor relationship, supervision methods, useful tools, supervisor training, and ethical issues specifically in a group counseling context.	Conceptual article
10	The Clinical Supervisor	Aladağ and Kemer (2016)	*Clinical supervision: An emerging counseling specialty in Turkey	This article summarizes the status of the counseling profession in Turkey including counselor education and supervision practices as well as challenges to adopting supervision standards.	Conceptual article
11	Ege Education Journal	Atik, Çelik, Güç, and Tutal (2016)	Opinions of counseling students about the use of metaphor in the structured peer group supervision process	This study explores the opinions of a total of 21 counselor trainees about the use of metaphors in a six-week structured peer group supervision process as a group supervision model.	Empirical Study
12	Abant İzzet Baysal University Journal of Faculty of Education	Koçyiğit-Özyiğit and İşleyen (2016)	Supervisor training in counseling	This article discusses supervision training literature and introduces the "Supervision Counseling" course in which the authors of this article participated during their doctoral education training.	Conceptual article
13	Ege Education Journal	Meydan and Koçyiğit Özyiğit (2016)	Supervision relationship: A critical element of counseling supervision	This article presents a review of literature about conceptual and empirical studies on the supervision relationship, examines variables which contributing and hindering the supervision relationship, and discusses the role of the qualified supervision relationship on the supervision process in the light of the literature findings.	Conceptual article
14	İnönü University Journal of the Faculty of Education	Pamuk and Yıldırım (2016)	Counselors' individual counseling practices and their perceptions of their efficiencies in these practices	The purpose of this study is to examine a total of 344 counselor trainees' individual counseling practices and their perception of their competence in these practices.	Empirical Study

15	International Periodical for the Languages, Literature and History of Turkish or Turkic	Çekici, Avcı, and Çolakkadıoğlu (2017)	A Postmodern approach to psychological counseling: Reflecting team technique	This article presents information about the utilization and application procedure of reflecting team approach in marriage and family counseling process.	Conceptual article
16	Ege Education Journal	Erkan Atik and Yıldırım (2017)	Validity and reliability of Turkish form of the Evaluation Process within Supervision Inventory	The aim of this study is to adapt the Evaluation Process within Supervision Inventory into Turkish.	Empirical Study
17	Educational Sciences: Theory & Practice	Eryılmaz and Mutlu (2017)	*Developing the Four-Stage Supervision Model for counselor trainees	This study aims to introduce a four-stage supervision model and report preliminary results related to the model's effectiveness.	Empirical Study
18	Turkish Online Journal of Qualitative Inquiry	Bakalım, Şanal-Karahan, and Şensoy (2018)	*The effect of group supervision on the psychological counseling self-efficacy levels of psychological counseling candidates	This study utilizes mixed-method research examining the effect of group supervision on the psychological counseling self-efficacy of psychological counselor candidates.	Empirical Study
19	Turkish Psychological Counseling and Guidance Journal	Daşcı and Yalçın (2018)	A review on supervision models for group counseling and group leaders (Grupla psikolojik danışma ve grup liderlerine yönelik süpervizyon modelleri üzerine bir inceleme)	The purpose of this article is to review and introduce group counseling supervision models.	Conceptual article
20	Electronic Journal of Social Sciences	Eryılmaz and Mutlu (2018)	Counselor trainees' opinions related to the developmental comprehensive supervision model	This study aims to explore counselor trainees' opinions related to the Developmental Comprehensive Supervision Model applied within the scope of the Individual Counseling Practicum course.	Empirical Study
21	Abant İzzet Baysal University Journal of Faculty of Education	İlhan, Sarıkaya, and Yöntem (2018)	The development of supervisor roles scale	The purpose of this study is to develop an instrument to measure supervisor roles based on the perspectives of counselor trainees.	Empirical Study
22	Eurasian Journal of Educational Research	Meydan and Denizli (2018)	*Turkish undergraduate supervisees' views regarding supervisory relationship	The purpose of this study is to examine a total of 12 Turkish undergraduate supervisees' views regarding the supervisory relationship.	Empirical Study
23	Turkish Psychological	Meydan and Kağnıcı (2018)	Establishing multicultural supervisory relationship	The purpose of this article is to discuss the roles and responsibilities of supervisors in	Conceptual article

				establishing multicultural supervisory relationship and the factors that facilitate and hinder the process.	
24	Adıyaman University Journal of Educational Sciences	Tanhan (2018)	*Beginning counselors' supervision in counseling and challenges and supports they experience: Based on developmental models	The purpose of this article is to provide readers with a literature review of empirical studies examined beginning counselors' developmental process, discuss challenges and implications.	Conceptual article
25	Pegem Education and Training Journal	Meydan (2019)	*Facilitative and hindering factors regarding the supervisory relationship based on supervisors' and undergraduate supervisees' opinions	The purpose of this study is to explore a total of 4 Turkish counseling supervisors' and 4 undergraduate supervisees' opinions about the supervisory relationship.	Empirical Study

* Written in English